**Northeast Conference on the Teaching of Foreign Languages**

**Common Core Standards through World Languages:**

**Developing Literacy for 21st Century Learners  
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**Alignment of the National Standards for Learning Languages**

**with the Common Core State Standards** (www.actfl.org/commoncore)

|  |  |
| --- | --- |
| **Speaking and Listening**   * Comprehension and collaboration * Presentation of knowledge and ideas | **Reading**   * Key ideas and details * Craft and structure * Integration of knowledge and ideas * Range of reading and level of text complexity |
| **Language**   * Conventions of Standard English * Knowledge of language * Vocabulary acquisition and use | **Writing**   * Text types and purposes * Production and distribution of writing * Research to build and present knowledge * Range of writing |

|  |  |
| --- | --- |
| **Previous State ELA Standards** | **Common Core State Standards** |
| Focus on literature | **Focus on more non-fiction** |
| Texts that don’t prepare students for complexity of college/career texts | **Appropriately complex texts** |
| Reading to report/summarize content | **Reading to understand deeper meaning of what authors want to convey** |
| English teacher solely responsible for teaching literacy | **Literacy as part of science, social studies/history, and technical subjects (6-12)** |
| Primarily writing personal narratives | **Writing more to inform or argue using evidence** |
| Most emphasis on content-specific vocabulary | **Academic vocabulary given emphasis** |

**Match the characteristics with the Mode of Communication:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristics** | **Interpersonal** | **Interpretive** | **Presentational** |
| 1. One-way communication |  |  |  |
| 1. Two-way communication |  |  |  |
| 1. Practiced, rehearsed, polished |  |  |  |
| 1. Spontaneous |  |  |  |
| 1. Use gestures and circumlocution |  |  |  |
| 1. Use tools like bilingual dictionary, spell-check |  |  |  |
| 1. Use context to figure out meaning |  |  |  |
| 1. Negotiate meaning; ask for clarification |  |  |  |
| 1. Message takes precedence over accuracy |  |  |  |
| 1. Higher requirement for accuracy |  |  |  |
| 1. Important to maintain attention of audience |  |  |  |

**Into the Classroom (Videoclip – Jody Schneider – www.ecb.org/worldlanguageassessment )**

What’s the evidence of languages supporting the Common Core vision of literacy?

|  |  |  |
| --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** |
|  |  |  |

**Interpretive Mode of Communication ‘**

**Interpretive** The interpretive mode of communication is one-way communication

**Communication:** (listening, reading, or viewing) where the receiver does not have an immediate opportunity to negotiate meaning with the author or “presenter” or ask for clarification. This mode emphasizes the appropriate interpretation of meanings, including cultural, that occur through a written or spoken or multimedia presentation.

**In real life, how do you react and demonstrate what you understood?**

1. Read the newspaper
2. Look for information on a website
3. Listen to a radio traffic report
4. View a PowerPoint presentation
5. Hear someone telling a story
6. Watch a movie or TV program

**How might you have students’ demonstrate understanding in a more authentic way?**

**Strategic Format:**

|  |  |  |
| --- | --- | --- |
| **Before Reading Activities:** | **During Reading Activities:** | **After Reading Activities:** |
| Discussion  Predictions  Questioning  Brainstorming  Setting Purpose | Guided  A.C.T.I.V.E.  Silent Reading  Individual | Activities to:  Clarify  Reinforce  Extend knowledge |

**Key Considerations for Teaching and Assessing the Interpretive Mode**

* Decide what students should know after reading the text.

Determine what is essential.

* Determine what students should be able to do with the information once they have finished the text.
* Anticipate what might cause students difficulty. Consider elements such as:
* background/cultural knowledge
* vocabulary
* organization of the text
* Model how they should hold their thinking while reading or listening to the text.

(Laura Terrill, ACTFL Webinar, 2011)

**Strategies Second Language Learners Use (at any level):**

1. Rely on visuals and familiarity of content or form
2. Focus on key words and phrases
3. Benefit from redundancy, paraphrasing, restatement
4. Anticipate (predict) and then verify meaning understood; relying less and less on background knowledge
5. Use structural clues
6. Use organization of the text
7. Use contextual clues
8. Try out inferences (logical conclusions)

**A.C.T.I.V.E.**

A – Ask Questions (Who? What? When? Where? Why?

Which would? If….then? Who can? How did?

C – Connect (Text to self; text to text; text to world)

T – Track Down (Determine the most important ideas and themes:

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

I – Make Inferences (Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly)

V – Visualize (Create visual and other sensory images during and after reading)

E – Eureka (Retell or synthesize what has been read)

**R.A.F.T.**

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Audience | Format | Topic |
|  |  |  |  |

**Strategy:** Read – Cover – Remember – Retell

**Novice Level: Make Inferences**

Indicate whether the statement is true, false or not stated.

If true or false, indicate where the information can be found in the article.

**Sample Assessment Strategies: Interpretive Mode of Communication**

1. After examining a website, identify correct information given “Either-Or” choices

|  |  |  |
| --- | --- | --- |
| **Want to Know** | **Either** | **Or** |
| 1. Where the family is going to visit 2. How many people in the family 3. Activities they like to do 4. Food they like to eat | \_\_ in the country  \_\_ 3  \_\_ outdoor sports  \_\_ vegetarian | \_\_ in a city  \_\_ 4  \_\_ travel to other cities  \_\_ foreign foods |

2. Predict possible content, identify if found in article, provide any details

|  |  |  |
| --- | --- | --- |
| **Why can’t all young people go to school? (Possible Content (Predicted)** | **Found in article?** | **What is the information?** |
| 1. Economic reasons 2. No secondary schools nearby 3. Civil unrest / war 4. Disinterest / boredom 5. Gender issues 6. Family reasons | 1.  2.  3.  4.  5.  6. | 1.  2.  3.  4.  5.  6. |

3. Fill in graphic organizer to identify key details

|  |  |  |
| --- | --- | --- |
| **Proof For** |  | **Proof Against** |
|  | Young people don’t attend school because of peer pressure |  |
|  | Parents do not encourage young people to go to school |  |
|  | Young people don’t have to go to school to be hired for most jobs available |  |

4. Word splash: given key words, create summary of article

|  |
| --- |
| Long summers hiking trails  high cost of admission  young people biking  shopping malls family time  reduced amount of vacation time  amusement parks no jobs |

|  |  |
| --- | --- |
| Screen Shot 2012-12-01 at 9.53.35 AM.png | Screen Shot 2012-12-01 at 9.54.21 AM.png |

|  |  |
| --- | --- |
| 1. What meal is being described in both ads? | 3. What do both Americans and French eat?  Name at least 3 items. |
| 2. Find the words for:   * + - cold milk     - dried fruit     - a glass of milk     - coffee with milk     - plain yogurt | 4. Which menu do you prefer? Why? |

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

Chris Tovani, *Do I really have to teach reading?*

**Interpersonal Mode of Communication ‘**

**What are the characteristics of Interpersonal Communication?**

One-way communication Two-way communication

Spontaneous Memorized Helping partner

Following up Indicating interest Strict turn taking

Focused on accuracy Focused on message

Using various means to get meaning across Asking for clarification

**Assessing Interpersonal**

1. Task needs to provide a real need to communicate
   * Provide/obtain information
   * Express feelings and emotions
   * Exchange opinions
2. Task needs to be within content where student has some familiarity
3. Task needs to provide student with some degree of control (not just one predictable response)

**Practicing Literacy: Sample Interpersonal Activities**

1. Provide prompts and illustrations

1. Give question and model answer (students can apply the pattern to each of the illustrations)
2. Give start to questions – give start to answers (provide numerous question starters)
3. Give illustrations (or realia) – provide a situation (students refer to illustrations to prompt conversation)

2. Numbered Heads Together:

Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it (to make sure that “all can answer”). The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

**Performance Descriptors for Language Learners (2012)**

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-guidelines-k-12-learners>

**Feedback Tools**

**TALK Scores:** Shrum, J. L. & Glisan, E. W. (2005). Teacher’s Handbook:  ContextualizedLanguage Instruction (3rd ed.).Boston:  Heinle

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target Language** | **Accurate** | **Listens** | **Kind** |
| Student A | + | + | + | + |
| Student B | √ | – | + | + |
| Student C | – | √ | – | + |

**Novice Level** – Interpersonal: For your trip, come to agreement on the day’s schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Criteria: | I can do this on my own | I can do this with some help (from a student or the teacher) | I cannot do this |
| 1. I can use numbers |  |  |  |
| 1. I can use words for activities |  |  |  |
| 1. I can use words for locations |  |  |  |
| 1. I can use expressions to show that I agree or disagree with what my partner says |  |  |  |
| 1. I can ask some questions |  |  |  |
| 1. I can say how many times, how often, how frequently I do various things |  |  |  |
| 1. I can provide some description |  |  |  |
|  |  |  |  |

**Scored Discussion** (4 Person Conversation - Based on ideas from Greta Murray, Medford, WI)

|  |  |  |
| --- | --- | --- |
| **Move from:** | **1 – 3 – 5** | **Move to:** |
| Asks random questions |  | Follows up with logical questions |
| Only answers the question asked |  | Contributes additional information |
| Responds, but rarely initiates |  | Contributes personal insights to enhance discussion and draw in others |
| Comments are not relevant |  | Stays on topic |
|  |  |  |

**Presentational Mode of Communication ‘**

1. Finish the sentence: reasons to do each of various activities on trip

* 1. You should visit the \_\_\_\_ museum because …
  2. You should eat at the \_\_\_ restaurant in order to …
  3. You should go to \_\_\_ to see …
  4. You should climb \_\_\_ because …
  5. You should travel to \_\_\_ for …
  6. You should shop at \_\_\_ so that …

2. Provide building blocks – Expanding description and narration

Rosita made tortillas\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

where ? with whom?

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.

when ? at what time? why?

3. Write 5 sentences about summer…..

It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

[ Revise by connecting the narration ]

When it’s sunny and hot in the summer I love to go to the beach so my friend and I can swim and play volleyball.

4. Teach transitions

|  |  |  |  |
| --- | --- | --- | --- |
| But | Also | And then | Still, always |
| At first | As, like | However | For example |
| Often | In this way | Later | Suddenly |
| Perhaps | Because | By the way | On the contrary |
| In any case | Finally | Briefly | Now |

**Inquiry should inform writing throughout the process**

Inquiry: can’t be a writer without being a thinker, need to find, focus and develop ideas

Drafting: ability to discover textual clues and imitate them in different contexts for different audiences

Revision: develop a sensitivity to text, revise to address concerns about audience

*Strategic Writing*, Deborah Dean

**Ask the Questions – Write the Story**

**Expand the Headline**

**Dialogue Journal Prompts**

|  |  |
| --- | --- |
| **Leads-Ins** | **Topic Words** |
| * It’s awful when I can’t… * When I’m bored… * What I like most about myself… * Something strange I saw…. * I couldn’t sleep… * What does it mean to be (lazy)? * I went to the end of the rainbow and found… * I have a dream… * When I see (red), I think… * I am happy when… * Next year I want to… | * Homework * Fast food restaurant * Snow * Hero * Zoo * Money * Vacation * Car * Friend * Animal * Jewelry |

**Presentation with Technology:**

Piclits.com

Glogster.com

Wallwisher.com

**Unit: Respecting the environment**

**Interpretive Assessment Task**

Search two websites to identify actions students in \_\_\_ are taking to respect the environment

**Interpersonal Assessment Task**

Spontaneous conversation, compare what you do to respect the environment with what you and your partner found out from the websites

**Presentational Assessment Task**

Create a public service announcement to convince other students to take (new) action

**Reflection**:

I am developing Common Core literacy for my language students by:

|  |  |  |
| --- | --- | --- |
| **Interpretive** | **Interpersonal** | **Presentational** |
|  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Language and Level** | |  | | | | |
| **Theme** | |  | | | | |
| **Important/Essential**  **Question(s)** | |  | | | | |
| **Goals**    *What should students know and be able to do by the end of the unit?* | |  | | | | |
| **Integrated**  **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? Do the tasks allow students to demonstrate the 4Cs of the 21st Century Skills – Communication, Collaboration, Critical Thinking and Creativity?*    *(Note: The performance assessment tasks are integrated throughout the instructional unit; not meant to be given as a whole at the end of unit.)* | | Interpretive Tasks | | | | |
|  | | | | |
| Presentational Task | | Interpersonal Task | | |
|  | |  | | |
| **Cultures**  *What are the cultural aspects (products, practices, perspectives?)* | |  | |  | | |
| **Comparisons**  *What are the language and cultural comparisons?* | | Culture | | Language | | |
|  | |  | | |
| **Connections**  *What are the connections to other academic subjects or disciplines?* | | Other Disciplines | | Technology | | |
|  | |  | | |
| **Communities**  *What are the connections to communities beyond the classroom and for lifelong learning?* | |  | | | | |
| **Connections to Common Core** | |  | | | | |
| **Tool Box** | | | | | | |
| Language Functions | | | Structures / Patterns | | Vocabulary Development | |
|  | | |  | |  | |
|  | | |  | |
| **Key Learning Activities** | | | | | | |
| Mode of Communication | Activity | | | | Purpose | In-class /  Home |
|  |  | | | |  |  |
|  |  | | | |  |  |
| **Resources** | | | | | | |